

Give One Get One

This strategy can quickly generate a lot of information for review.

Teacher Preparation:

1. Select the topic(s) for review.

Lesson Plan:

1. Announce the topic.
2. Have students individually generate their own lists of everything they can remember about the topic.
3. Have students mingle in the classroom and find partners.
4. Each student shares an idea or fact on the topic with his/her partner. The partner shares one in return.
5. Instruct students to add the new facts obtained to their lists.
6. If both students have the same item to share, they must generate another idea together.
7. After several rounds, students come back together and share with the class.

Students must follow the rules:

- Work in pairs only
- No huddling
- No copying of whole lists

Adapted from *The Thoughtful Classroom: Making Students as Important as Standards -- The New American Lecture*, presented by Daniel Moirao, Ed. D., at Fuquay-Varina High School, March 6, 2008.

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Benefits:

- Quickly generates a lot of information for review

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> - Review content - Individualize study guides, student-centered - Formative assessment - Checking for understanding 	<ul style="list-style-type: none"> - Incorporates student movement - Involves collaboration - Scaffolded support - Validates student learning - Individualized - Opportunity for student success - Opportunity for variety of learning styles - Opportunity for student self assessment - Opportunity for higher-order thinking
Content-Area Examples Collected from Workshop Participants	
<p>Math:</p> <ul style="list-style-type: none"> - Unit review and preparation for test - In Transformations unit: Focus on characteristics of 12 functions, graphs, and equations. Teacher modeled 2-3 in class, students developed the others for homework, then returned to class and used this strategy for sharing. 	<p>Social Studies:</p> <ul style="list-style-type: none"> - Guided review for tests - Helps give structure to information for lower-achieving students - Used as follow-up to revisit the work in another strategy